



Coker University
Wiggins School of Education
EDU 200/201 Online: Human
Development

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Wiggins School of Education Conceptual Framework

Our vision is that all who complete degrees in the Wiggins School of Education at Coker University will distinguish themselves as professionals who recognize that all children possess a capacity to learn and who can assess instructional needs and make informed and appropriate decisions to meet those needs. Our program will be distinctive for its emphasis on involving students in meaningful learning activities, for involving teacher candidates in the work of education professionals, for involving graduate students in authentic, action-based inquiry, and for emphasizing a perspective that embraces an expanding knowledge base of research.

Our mission, therefore, is to prepare highly qualified professionals with *Initiative*, *Ingenuity*, and *Integrity*.

Candidates exhibiting *initiative* seek out and engage in opportunities and experiences that foster their continued expansion of knowledge and proficiency, while demonstrating diligence, self-direction, open-mindedness, and willingness to adapt to newfound evidence.

Candidates exhibiting *ingenuity* are able to generate ideas, think critically, and problem solve while displaying flexibility, creativity, persistence, and resourcefulness amidst ever-changing demands and situations.

Candidates exhibiting *integrity* uphold their own values and morals as well as professional ethics by honoring diversity, practicing diplomacy, and engaging in leadership and collaborative endeavors, while remaining reflective, humble, and compassionate.

EDU 200/201 Online: Human Development

Overview life-span development (physical, psychological and social). A virtual field experience (10 hours minimum) is required in order to apply developmental theory in the field.

Prerequisites: None

Books and Materials

REQUIRED ITEMS:

- Bigner, J. & Grayson, T. (2010). *Foundation in Human Development* (2nd Edition). BVT Publishing: Reading, CA.
 - For this course, we will be using the above book as an e-book via Barnes and Noble College virtual bookstore. This platform is linked to our Coker Bookstore.
 - **Note:** There is a class fee attached to your tuition for the e-book. You have the ability to opt out by clicking on the class material link and choosing that you wish to purchase the book and course materials on your own. You can opt out and back in as many times as you wish until the deadline. When you opt out, the fee is removed from your student account. If you opt back in, it is added back to your account.
 - **Tutorial Video for Access Coded Materials, e-Books, and How to Opt Out:**
<https://youtu.be/y0BTzxdehcU>

**There is a link in our course in BrightSpace for you to access your eBook.*

- Microsoft Office 365 For Students
 - <https://products.office.com/en-us/student/office-in-education>
 - This is a free download for students. Just enter in your Coker student email address and follow the prompts.
- Brightspace
 - coker.brightspace.com

Purpose of Course

This course provides students an opportunity to learn and apply (certain aspects of) the general principles of human growth and development, with special emphasis on the relationship of teaching and learning theories to physical, cognitive, and social/emotional development.

Another important part of the course will be the completion of 10 hours of virtual field experience in each stage of development.

This course will assist students as he/she defines a personal and professional code of conduct. Students will investigate what it means to be authentic, as well as what it means to be responsible for oneself and one's own wellbeing.

During this course, there will be two assessments that each student needs to complete and save for future reference during his/her capital courses.

Assessments for EDU 200/201

1. Who Am I? Project
2. Developmentally Appropriate Practice Project

Course Objectives

By participating in this class, candidates will be able to:

1. identify and summarize the major principles of various theories of development;
2. identify methods of research related to various aspects of human development;
3. describe the physical, cognitive, social, cultural, and familial aspects that influence development;
4. relate multicultural concepts to human development and explain how these characteristics of diversity may impact behavior;
5. compare the major theories of human growth and development and their relevance to educational practices in early to adolescent education;
6. discuss the role of education in the promotion of continued growth throughout the lifespan;
7. interpret their own development thus far in the context of theories, issues, and characteristics of human development;
8. analyze the effects of parenting, monitoring, and caregiving from the prenatal period through adolescence;
9. Articulate personal responsibilities to self, society, physical environment, and future workplace, and
10. Articulate their personal values and beliefs orally, in writing, or in other creative mediums and demonstrate congruence between their stated values and behaviors.

Course Standards

South Carolina Standards for Teacher Preparation Programs

Full description of SC Standards for Teacher Preparation Programs found at [https://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards_Policies_Procedures_Board_Approved_2015\(1\).pdf](https://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards_Policies_Procedures_Board_Approved_2015(1).pdf)

- SC Standard #1: NCATE
- SC Standard #4: Education and Economic Development Act (EEDA)
- SC Standard #5: Standards of Conduct
- SC Standard #7: PK-12 Academic Standards
- SC Standard #12: Commitment to Diversity

Interstate New Teacher Assessment and Support Consortium (InTASC)

Full description of InTASC found at http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

- Standard #1: Learner Development
- Standard #2: Learning Differences

Council for the Accreditation of Educator Preparation (CAEP)

Full description of CAEP found at <http://www.caepnet.org/standards/introduction>

- Standard 1. Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
- Standard 2. Clinical Partnerships and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Attendance, Participation, Behavior, and Academic Expectations

Due to the nature of this course being an online format, it is imperative for you to do the following things to be successful:

- Login to Brightspace on a daily basis so that you can complete and submit assignments on time.
- Manage your time wisely so that you do not fall behind on course requirements.
 - Technological failures (i.e. a frozen hard drive, a conflicted jump drive, etc.) are not valid excuses for late or missing assignments. It is your responsibility to create multiple back-up copies of all assignments and to leave enough time to respond to problems. When backing-up your work, the easiest way to do this is to email it to yourself and submit it to an online database such as Dropbox or Google Drive.
 - If there are any issues with Brightspace, the professor will notify the class and modify due dates as needed.
 - As assignments are submitted via Brightspace. You must submit all assignments online by **11:59 PM** on the day each is due. **If you become more than one week behind in this course, it is nearly impossible to catch up; it is highly recommended that you stay up-to-date with the videos and quizzes.**
 - Any projects received after **11:59 PM** on the due date will be considered late and **15%** of the total points will be deducted from the grade for each day it is late. Projects more than **4** days late **will not be graded.**
- Notify your professor in a timely manner so that she can have time to respond.
 - The professor will make every attempt to respond to all emails within 24-hours unless otherwise noted.
 - The professor asks that you respond to all of her emails and Brightspace messages within 24 hours as well.

Writing Resource Options

The following online resources will aid with your understanding of professional writing and APA (American Psychological Association) formatting. All written assignments will be completed using APA. Also, numerous grammar resources are available online. If you know now that writing/grammar are NOT your forte, then you need to plan to complete assignments in advance of the due date so that you can be certain that your work is correct. On every assignment, points will be allocated to grammar—you will not fail this course due to issues with grammar, but your grade will be affected by it. Remember that you can also make an appointment at the campus writing center to receive personalized help: <https://www.coker.edu/student-experience/writers-studio/>.

- <http://owl.english.purdue.edu/>
- www.grammarly.com

Academic Honesty

You are expected to be on your honor not to cheat and to report cheating if you are aware of it. The college policy on academic dishonesty is outlined in the student handbook. Please read this section and know that I uphold the college policy. Cheating (including giving or receiving information on tests, homework, plagiarism, lying about absences, homework, etc.) will result in my submission of a Coker University Academic Policy Incident Form and a 0 on the related work. Subsequent incidences will result in your having to meet with Dr. Henderson.

Academic Expectations

Intellectual honesty and integrity are the cornerstones of Coker College's educational mission. Student academic work is expected to represent the student's own thoughts and words. Students must thoroughly and appropriately

acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the College.

Americans with Disabilities Act

Coker College does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. If you have a disability that requires assistance to *access* this class, contact [Robin Richardson](mailto:rrichardson@coker.edu) in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) to provide the necessary documentation.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality

Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender, identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to?

While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Tom Corti (843-383-8198) directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Title IX Reporting

If you wish to talk with someone who is better able to keep your information confidential, please visit the Center for Health and Wellness [website](#) or call Coker's Student Health Services (843-917-4044).

Additional information is located under the Title IX section on the Coker website:

<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

Grading Scale

<u>Grading Scale</u>	<u>Point System</u>	<u>Grading Criteria</u>
A=90-100 (Model Quality)	A=1170-1053	To earn a grade of A, all requirements of assignment must be met and the content and presentation of the assignments must reflect model quality. "Model quality" means that in addition to those attributes for an "exceeds satisfactory" assignment, the work reflects exceptional clarity and precision.
B=80-89 (Exceeds Satisfactory)	B=1052-936	To earn a grade of B, all requirements of assignment must be met and must exceed the satisfactory level. This means that assignments are very well done, with evidence of student effort (thought).
C=70-79 (Satisfactory)	C=935-819	To earn a grade of C, all requirements of assignment must be met and be at a satisfactory level.
D=60-69 (Less than Satisfactory)	D=818-702	To earn a grade of D, some of the critical requirements must be met, but the assignment is not at the satisfactory level.
F=59 and below	F= 701 and below	To earn a grade of F, little or none of the critical requirements were met.

Course Assignments

	<u>Assignment</u>	<u>Brief Description</u>	<u># of Points</u>
1	Who Am I? Personal Development Project	Before looking at the development of children, it is important for us to first look at ourselves and how we have developed since birth. For this assignment, you will reflect upon your personal development from birth to present and create a presentation about yourself.	30 PTS
2	Who Am I? Discussion Board Post and Peer Responses	After completing your Who Am I? Development Project, you will post your presentation in the Who Am I? Discussion Board and respond to <u>two</u> peers' Who Am I? Development Project posts by providing them with welcoming, constructive, or affirming feedback.	25 PTS
3	Video Lessons and Quizzes	You will complete 30 video lessons and quizzes. There are 3 video lessons and quizzes for each of the 10 chapters in the <i>Foundations in Human Development</i> textbook. Each video lesson and quiz is worth 20 PTS.	20 PTS Each (600 PTS Total)
4	Virtual Field Experiences (VFEs)	You will be completing 10 hours of virtual field experiences (VFEs) that focus on the physical, cognitive, and social emotional development of babies and toddlers, early childhood, middle childhood, adolescents, and adults. Over the 5 VFE assignments, you will watch 3 videos for each age range and answer questions about each video (15 Videos Total). Each VFE is worth 20 PTS.	20 PTS Each (300 PTS Total)
5	Future Career: Developmentally Appropriate Practices Project	For your final exam project, you will be reflecting upon your future career and the individuals you will be working with so that you can best meet their developmental and age range needs. In Brightspace, upload your presentations as an assignment and in the discussion board for your peers to access and provide feedback.	180 PTS
6	Future Career: Developmentally Appropriate Practices Project Discussion Board Post and Peer Responses	After completing your DAP Project, you will post your presentation in the DAP Project Discussion Board and respond to <u>two</u> peers' DAP Project posts by providing them with constructive and/or affirming feedback.	35 PTS
Total Points: 1170 PTS			

EDU 200/201 Course Schedule (Subject to Change)

	Weekly Focus	Assignments Due
Week 1	<ul style="list-style-type: none"> Class Introduction Syllabus Who Am I? Personal Development Project Overview Chapter 1: The Field of Human Development 	<u>Assignments</u> <ul style="list-style-type: none"> Who Am I? Personal Development Project <u>Discussion Board Post</u> <ul style="list-style-type: none"> Who Am I? Discussion Board Post <u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chap 1-Part 1: Field of Development-Life Span Perspective (p. 1-12) Chap 1-Part 2: Field of Development-Developmental Research Methods (p. 13-27) Chap 1-Part 3: Field of Development-Theories in Human Development (p. 28-52)
Week 2	Chapter 2: The Dawn of Development	<u>Discussion Board Peer Responses</u> <ul style="list-style-type: none"> Who Am I? Discussion Board Post Peer Responses (Blackboard) <u>Responses Back to Peers' Discussion Board Posts</u> <ul style="list-style-type: none"> Respond Back to Peers' Post to Your Who Am I? Project (Blackboard) <u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 2-Part 1: The Dawn of Development-Genetics (p. 53-63) Chapter 2-Part 2: The Dawn of Development-Prenatal Development (p. 64-78) Chapter 2-Part 3: The Dawn of Development-Birth and the Newborn (p. 79-98)
Week 3	Chapter 3: Infancy	<u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 3-Part 1: Infancy-Physical Development (p. 99-111) Chapter 3-Part 2: Infancy-Cognitive Development (p. 111-123) Chapter 3-Part 3: Infancy-Social Emotional Development (p. 123-140)
Week 4	Infants and Toddlers VFEs	<u>Virtual Field Experience</u> <ul style="list-style-type: none"> Infants and Toddlers VFE: Toddlers Learning and Playing Sports at Park Infants and Toddlers VFE: Babies at Daycare Infants and Toddlers VFE: Baby with Down Syndrome Playing with Parents
Week 5	Chapter 4: Early Childhood	<u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 4-Part 1: Early Childhood-Physical Development (p. 141-154) Chapter 4-Part 2: Early Childhood-Cognitive Development (p. 155-169) Chapter 4-Part 3: Early Childhood-Social Emotional Development (p. 170-192)
Week 6	Early Childhood VFEs	<u>Virtual Field Experience</u> <ul style="list-style-type: none"> Early Childhood VFE: Spruce Pine Montessori School Classroom Early Childhood VFE: Kindergarten Reading Workshop Early Childhood VFE: Visual Cues in the Classroom
Week 7	Chapter 5: Middle Childhood	<u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 5-Part 1: Middle Childhood-Physical Development (p. 193-202) Chapter 5-Part 2: Middle Childhood-Cognitive Development (p. 203-213) Chapter 5-Part 3: Middle Childhood-Social Emotional Development (p. 214-234)
Week 8	Middle Childhood VFEs	<u>Virtual Field Experience</u> <ul style="list-style-type: none"> Middle Childhood VFE: Elementary PE Dribbling with Basketball Lesson Middle Childhood VFE: Cooperative Learning in the Elementary School Middle Childhood VFE: How Dancing Can Help You Learn Science
Week 9	Chapter 6: Adolescence	<u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 6-Part 1: Adolescence-Physical Development (p. 235-251) Chapter 6-Part 2: Adolescence-Cognitive Development (p. 252-259) Chapter 6-Part 3: Adolescence-Social Emotional Development (p. 260-274)
Week 10	Adolescence VFEs	<u>Virtual Field Experience</u> <ul style="list-style-type: none"> Adolescence VFE: High School Circuits Adolescence VFE: Differentiation in an Eighth Grade Math Classroom Adolescence VFE: AP Classes at Blue Springs High School

Week 11	Chapter 7: Early Adulthood	<u>edPuzzle Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 7-Part 1: Early Adulthood-Physical Development (p. 275-283) Chapter 7-Part 2: Early Adulthood-Cognitive Development (p. 284-289) Chapter 7-Part 3: Early Adulthood-Social Emotional Development (p. 290-304)
Week 12	Chapter 8: Middle Adulthood	<u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 8-Part 1: Middle Adulthood-Physical Development (p. 305-314) Chapter 8-Part 2: Middle Adulthood-Cognitive Development (p. 315-320) Chapter 8-Part 3: Middle Adulthood-Social Emotional Development (p. 321-338)
Week 13	Chapter 9: Late Adulthood	<u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 9-Part 1: Late Adulthood-Physical Development (p. 339-352) Chapter 9-Part 2: Late Adulthood-Cognitive Development (p. 353-359) Chapter 9-Part 3: Late Adulthood-Social Emotional Development (p. 360-374)
Week 14	Adulthood VFEs	<u>Virtual Field Experience</u> <ul style="list-style-type: none"> Adulthood VFE: Gym Adults Jump!! Adulthood VFE: IDEO Brainstorming Video from IDEO U Adulthood VFE: A Day at Adult Day Care
Week 15	Chapter 10: The Dusk of Life (p. 375-422)	<u>Video Lessons and Quizzes</u> <ul style="list-style-type: none"> Chapter 10-Part 1: The Dusk of Death-Physical Aspects of Dying and Death (p. 375-390) Chapter 10-Part 2: The Dusk of Death-Cognitive Aspects of Dying and Death (p. 391-400) Chapter 10-Part 3: The Dusk of Death-Social Emotional Aspects of Dying and Death (p. 401-422)
Week 16	Developmentally Appropriate Practices for Future Career	<u>Assignment/Project</u> Developmentally Appropriate Practices (DAP) for Future Career Presentation <u>Discussion Board Posts</u> <ul style="list-style-type: none"> Developmentally Appropriate Practices (DAP) for Future Career Presentation Discussion Board Post <u>Discussion Board Peer Responses</u> Developmentally Appropriate Practices (DAP) for Future Career Presentation Initial Discussion Board Post Peer Responses <u>Responses Back to Peers' Discussion Board Posts</u> <ul style="list-style-type: none"> Developmentally Appropriate Practices (DAP) for Future Career Presentation Final Discussion Board Post Peer Responses and Answering of Peers' Questions